

UNIVERSITY of ALASKA SOUTHEAST WHALE SONG

December 7, 2016

The Official Student Newspaper of UAS

UAS LIGHTS LANTERNS, GIVES THANKS

Page 9



Hold These Truths:
7 out of 7 stars
page 6

Alaska Legislators Focus
on Budget
page 7

A Time to Remember:
The Christmas Truces
page 10

ON THE COVER...

UAS student and Peer Advisor Elizabeth Rumfelt and best friend Abby Locks prepare to release their sky lantern during the annual UAS Community Thanksgiving celebration. The sky lanterns, incorporated into the event only in recent years, are a symbol of thanks and hope for the coming year.

(Photograph courtesy of Whalesong Editor Daniel Piscoya)

TABLE OF CONTENTS

- 3 Editorial / Whalesong Staff
- 4 Letters to the Editor
- 5 Holiday Expectations
- 6 Perseverance Theatre's *Hold These Truths*
- 7 Legislators Look at Finance / The Symposium Continued
- 8 UAS In Brief
- 9 UAS Community Thanksgiving
- 10 A Time to Remember: The Christmas Truces
- 12 School of Ed. Future Uncertain
- 13 *Fantastic Beasts*, Unimaginative Writing
- 14-15 Calendar and Comics!



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— UAS Answers — *everybody's got one ...*

*What classes or programs would you like
to see at UAS in the future?*



"I'd like to see vocational classes be offered closer to campus for students like me who don't have transportation."

-Loreen Bircher



"Tagalog, because we have a really huge Filipino community here."

-Dr. Nina Chordas



"I'd like to see more history classes."

-Hayden Jackson



"I would like to see an ODS class in the Art of Getting Lost. I'll teach it!"

-Jonas Lamb



"I think it would be amazing to have more classes on Alaska Native cultures and languages. Also more collaborative classes."

-Jasmine Mattson-Wolff
Kóot Xheech

Not Pictured:

"I would like to see more vocational classes, and also more health science."

-Sam Carney

"I'm working on a business degree, and most of my classes are online. I'd love to see these classes offered in person!"

-Sydney Gray

— A Letter from the Editor —

BY DANIEL PISCOYA

Managing Editor, UAS Whalesong

Kasey Chen's article on page 7 concerning the incoming legislative leaders and their focus on the budget cites Governor Bill Walker's cuts to the Permanent Fund Dividend as a fairly controversial move.

Alaska Speaker of the House Mike Chenault said that he is disappointed that Alaskans are bearing the brunt of budget cuts, while Representative Bryce Edgmon, who will take Chenault's place as Speaker in the new year, seems glad that restructuring is happening, considering the state's devastating loss of revenue in recent years.

Alaskan college students can and must realize that the topic of the state budget and the Permanent Fund Dividend concerns them and is also in their power to influence. Just a month ago, Juneau voted a recently-graduated UAS student into the same state house that is going to be debating and deciding on the topic. Representative-elect Justin Parish actually used to be a Staff Writer here at the Whalesong. This topic doesn't belong solely to our parents' generation anymore.

As such, our own personal, individual thoughts on the matter both will have an effect on the

future, and bear extended, thorough thought.

If, as it seems to me, the eventual reality will be that the PFD dwindles into veritable nonexistence, Alaskans of our generation will need to learn to live independently of it. This is especially true if the our generation is by and large against expanding the oil industry, whence comes a great deal of the state budget.

Now, I know that, for many Alaskans, cutting the PFD from their yearly budgets would be somewhat analogous to in-state students having to cut the Alaska Performance Scholarship - a sizeable chunk of my own financial aid. It would decimate my bank account and force me to either leave school or cut my own budget.

However, while leaving school is possible in college, just quitting isn't an option in life. We either look for alternative ways to support ourselves in our community or we flounder in a wreck.

I remember my grandpa telling me a story the last time I visited him in Nome. It was a story of when he was a kid. He told me that his parents and grandparents spent most of their time during the summer at fish camp, catching, processing, and drying food for the year. He told me that they were always hunting and picking berries, too - trying to

live off of the land as best they could. They made their own kuspuks, parkas, and mukluks.

What this reminds me is that Alaska Native values and culture aren't just things we are obligated by political correctness to put on our campus sign - a sullen penance for the sins of our fathers. They are things that actually can help us build our future if we can listen to them.

The space of three generations has produced a generation that neither knows how to butcher a moose, nor ever really has the opportunity to - myself. I have never been on a successful hunt.

Here at UAS we have already gotten a taste (literally) of what a partial subsistence lifestyle can be like. At the Native and Rural Student Center's recurring Food Sovereignty Friday event, students have gotten the chance to wrap their teeth around meats like Alaskan-harvested moose and deer.

A greater emphasis on subsistence lifestyles - lifestyles, it is important to note, that are already being lived in many places - may hold the key to being comfortable and financially stable in an uncertain and increasingly scary future.

Someone take me fishing already!

Feel free to contact Daniel Piscoya at dlpiscoya@alaska.edu or at the Whalesong e-mail: uas.whalesong@alaska.edu.

WANT TO WRITE TO THE WHALESONG?

Send your articles, comments, letters to the editor, photos, or poems to

uas.whalesong@alaska.edu

and you could be published in an issue of the school's newspaper!

— Corrections —

We here at the Whalesong strive for excellence in all areas, especially accuracy. If you read a statement that you believe is inaccurate or if you see a typo, please contact us at uas.whalesong@alaska.edu.

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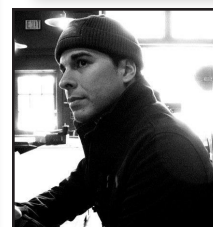
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— Letters to the Editor —

Spotlight: UAS Electrician Shawn Eggers

BY HELEN EGGERS

For the UAS Whalesong

With autumn solstice long gone, the darkness deepens, shadows lengthen, flexing muscles. The summer brightness falters. In September, as brilliant leaves fall, light weakens. October stumbles into November, then in limps December. The diminished daylight is dismal if you happen to be fan of lightness. Like, who isn't?

Every UAS student is cognizant of the vast spread of the campus. Housing nestled on a shadowy mountain hides across a busy road. The asphalt sidewalk, perhaps shared with bears, is seasonally icy. A bus stop waits on another hill; the student activity center is in a "distant land", down yet another a dismal winter road. Not to mention the town campus.

Just as one might become faint of heart, might desire to curl up and stay in the dorm (forever), there shines a glimmer of hope. A circle of brightness calls to the curious. Let there be light at night.

One tall hero bedecked in Carhartts battles back the nocturnal forces. Armed with a tool belt and current meter, he lights up the extensive UAS campus; including the town campus.

Without Shawn Eggers, campus electrician, to combat the ever-extending darkness, UAS Juneau campus would be one treacherous trudge from home to class to cafeteria. Humans hungry for food, hungry for knowledge or company, might risk life or limb.

But with the well-lit pathways, students can safely trek from housing to Mourant for a meal or conversation. They find illuminated routes to guide them to classrooms and study halls. The outdoor commons area has unique overhead lighting to keep shadows at bay. The gravel trail near the lake bridge boasts soft lighting coming from the railing; safety that delights the eye.

Our hero, seemingly with super-powers, daily battles the somber shadows. He extends daylight, even far into the night.

The campus electrician is assisted by the entire facilities department, including Levi Cumlat, with Jeff Jones recently heading for warmer climes. Levi says, "That Shawn, he's a good worker. He fixes many things not fixed before. He's funny too."

Student Tom Spitzfaden chimes in, "The area outside of Spikes used to be dark. I study there a lot. Thanks to Shawn's design and installation, the area is now study friendly. Much improved."

As night after night grows longer, as darkness seems to gain authority, Shawn rewires dark corners, changes light bulbs, upgrades old fixtures. Classes continue, paychecks are issues, data is collected, collated and dispersed, grades calculated and circulated.

Shawn has now lit up UAS for three years. His job requires intricate problem solving. He resolves math quandaries and just plain puzzles it out sometimes to find lighting solutions.

Ordering elusive parts for older, discontinued fixtures is another challenge. If the cost has risen unreasonably, Shawn searches for alternate sources. "There were some ballasts required for several old lights. Just the ballasts cost \$1,400 each. But I searched around until I found them for \$600 each," Shawn said. He seeks for the most cost effective method in his work, purchasing locally if possible.

Ask Shawn how he became an electrician, he'll take you back to his Navy days. One morning in the engine room, there was a complicated problem preventing a piece of equipment from functioning. A man with an electrical education, well tooled, confidently assessed and then repaired the machine. He thus sent an impressed young sailor towards his life work.

I can also attest to his dedication. Early last Sunday morning, on his day off, Shawn drove downtown to ensure the night time lights on the TEC center were working correctly before sunrise. He doesn't charge the university when he does this, which is not infrequently. The lights at the SAC, the lakeside lights, the court yard lighting — have all been inspected by Shawn during his "off" hours. He's a man who takes pride in his work. One of the best way to ensure the accuracy of his work, is to LOOK at it. Which he does.

The University of Alaska Southeast has never been more brightly lit. Pushing back the northern latitude winter darkness and creating light where darkness once reigned, is just another day's work for Shawn Eggers. With the entire facilities department at his side, the darkness doesn't stand a chance. Eggers vs. wintertime darkness? Smackdown!

Thoughts on the Power and Privilege Symposium

BY SUHIEDY (SU) REYES

Peer Advisor & SAB Member

For the UAS Whalesong

As a current member of our Student Activities Board and a past Student Activities staff I was delighted to hear about the Power & Privilege Symposium coming to UAS. The Power & Privilege Symposium (P&P Symposium) was adapted to our UAS campus from Whitman College in Walla Walla, Washington and came to our campus by way of our Student Activities Board. As a board, we sent two students to our regional conference (National Association of Campus Activities- West) and through the education sessions there, one of our staff members Tara Olson and one of the students, Felix Thiller Jr. learned about this symposium from the Whitman College students themselves.

HISTORY

A brief history of the P&P symposium from Whitman College: Whitman's first symposium was in 2006 and was called a Race Symposium. The symposium was an emergency symposium in response to an event where two students showed up to a party in blackface, which sparked a lot of anger on campus. Fast forward to 2013, a group of students (mostly minorities) wanted to bring a symposium back and called it the Power & Privilege Symposium. These students were passionate about the subject and did this on their own, even though they had work or school. They protested when their board of trustees were meeting which led to the faculty cancelling classes for the symposium that year. Since then, Whitman puts on a P&P Symposium every year and is now a two-day event! (Whitman P&P video)

UAS P&P SYMPOSIUM

I remember both Tara and Felix coming up to me once they had heard about this from Whitman college and were super excited and saying to me that they were going to bring this up to the University! I was bummed that I had missed a session like that because the symposium seemed like such an interesting idea.

Once we came back, they had hit the ground running and spread the word out to our Campus Life staff, our faculty, and even our Chancellor! This was going to be our

first Power & Privilege Symposium and I was excited for how this was going to shake up our campus.

The 1st Annual UAS Power & Privilege Symposium was a one day conference-style teach-in designed to give members of the UAS & Southeast Alaska communities an opportunity to come together and engage in difficult, thoughtful, and honest conversation about the ways social hierarchies and identities manifest themselves in our communities.

The following information was given to me via Tara Olson.

This event was monumental for our campus for a couple reasons:

- This was the first time in recent history (12+ years) that UAS chose to cancel classes in favor of a campus-wide teach-in. A day for the entire campus community to come together and explore issues of power & privilege and work toward a more understanding, welcoming, and safer campus for all.

- The scale of the event was huge for UAS. Roughly 12 hours of discussions, lectures, and workshops; 3 keynotes; 28 breakout sessions; a de-brief session (Facilitated Group Dialogue); and a spoken word poetry performance. 435 people were able to attend in person! A wide range of topics were covered, including: race, age, mental health, gender, education, sexuality, nationality, decolonization, human rights, civility, etc.

We had nearly 90 students, staff, faculty, and community members who came together to make this event possible: 56 presenters (not including all of our panel members for sessions like Aimee's First Gen. College Students Panel); 35 volunteers who helped set-up, clean-up, welcome attendees at the registration table, and assist presenter's in each session; & 20(+) individuals on the planning committee who met bi-weekly for nearly a year to ensure the success of this event.

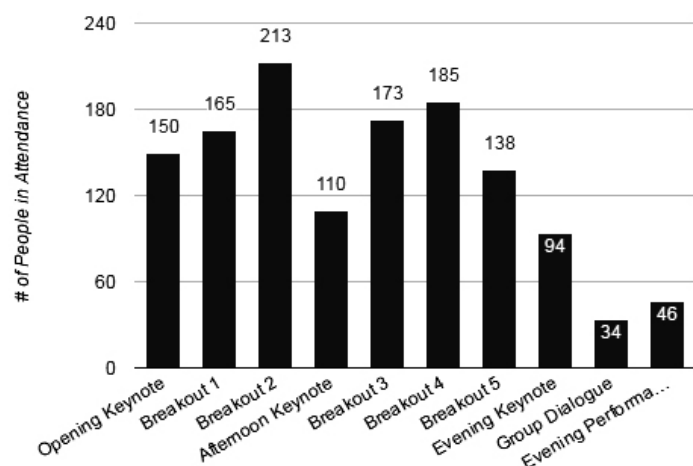
Attendance-wise, we had 435 people attend the event in-person, and even more who chose to stream the event online via distance (see graph below for breakdown by session). Over 50% of attendees were UAS students.

Nearly 200 UAS students, staff, and faculty members have submitted feedback on the event through an evaluation e-mailed to the campus community. Findings from this evaluation will be used in planning for and improving next year's event.

Continued on facing page

Letters to — the Editor —

Power & Privilege Symposium Attendance



Continued from facing page

MY OWN THOUGHTS

As a sociology major, this event was exciting to see come to our campus! Here is a day where we (as students, staff and faculty) were going to come together outside of class or meetings and have a discussion based around all sorts of different topics!

I presented a session on Examining Race & Ethnicity on UAS. Overall it was a great session. We had an assistant if needed, but we pretty much just had a power point and ourselves. The room was organized in a way that everyone could see each other and the presenters as half of our session was discussion based. For topics such as ours, 50 minutes was not enough but when it comes to the topic of race & ethnicity, there really is never enough time!

After my own presentation, I hit a few more which were 'The Culture of Negative Connotations of Feminism' and 'Living in the Binary: Gender in Everyday'. I also went briefly to Aidan Key Keynote but had to leave early due to catching my flight! In both of the sessions I attended I could hear the passion from students in the discussion and was filled with joy when faculty or staff would ask students about their experiences and how we can use these sessions to make our campus a better place. Specifically in 'Living in the Binary', I learned a lot more of how we 'DO' gender in our everyday life. Realizing more and more how easy it is for myself to 'DO' gender while there are others out in the world who fight within themselves and have to think about what they are going to wear or how to present themselves! These sessions really opened my mind to others thought and perceived ideas and concepts. It also allowed people to ask questions and figure out what they could on an individual level to combat any issues that were presented.

Overall, I am excited that the Power & Privilege Symposium was done at our school. Since this was our first P&P, some kinks still need to be worked out and from the evaluations that people filled out there will no doubt be some great suggestions on how to make it better in the future!

Lastly, I personally want to thank everyone who was involved in making this happen at our campus! You all did such a wonderful job! I also want to thank all of you who attended, because you wanted to or for class, I hope that you gained some new knowledge and took something away from the symposium!

References

<https://www.facebook.com/powerandprivilege/videos/vb.885986524768563/1100886813278532/?type=2&theater>
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— The Holidays: — Exploring our (Broken) Expectations

BY ADELLE LaBRECQUE

Staff Writer, UAS Whalesong

"...He was screaming at her. It was Christmas Day and they were standing in the bathroom—door wide open—fighting, while everyone was forced to listen from the living room, deciding whether or not to intervene. The children were crying, the adults were ready to cry—it was a nightmare. Talk about an awkward rest of the day together...Eeeek." (Interview: Anonymous, November 27th, 2016).

Oh, "The Holiday Season." It's officially upon us. Thanksgiving is over, Black Friday and Cyber Monday have raised our credit card balances by the hundreds, and snow shoveling has begun. Christmas music is on the radio and icicle lights line the houses on the street. Our local markets are filled with reds and greens, and delicious treats are everywhere. We anticipate the annual showing of Christmas classics on television, and put our creative energy into perfecting that Ugly Christmas Sweater for the upcoming work party. Tasty holiday recipes reaffirm why we still cook them every year, as they capture those distinct flavors of the season. Humorous memes and "Holiday Wishes" fill our Facebook News Feeds, and the Hallmark Channel reminds us of everything we have to be grateful for when we're being a Grinch. Spiked eggnog reveals our Inner-Mixologist and we share our holiday creations with our loved ones, while excitedly discussing the gifts we've bought. Indeed, the holidays can be one of the most enjoyable times of the year for many of us. However, unfortunately, that does not mean all of us. In fact, it's worth acknowledging that, for a large number of people, the holiday season can literally be one of the most difficult times of the year. It can trigger mixed emotions within people, as well as highlight any feelings of loneliness and loss. If you are someone who doesn't necessarily look forward to the holidays for any reason, take comfort in the fact that you are not alone. Every family unit has experienced significant, difficult change. Whether it be an uneasy change in marital status, or the death of a loved one, or having your children move away for college, it is obvious how those changes can make for a challenging holiday season. For some, maybe you have outlived your closest family members—an extremely difficult circumstance. Or perhaps for some readers, "the holidays" just means you are going to have to listen to your family argue the entire time you have to spend with them—who could blame you for not wanting to be present at another holiday gathering?

For this article, I thought it would be interesting to conduct a number of interviews, asking people to share their experiences, and truest feelings about the holiday season. With their permission, I have included a few highlights below.

So, if by chance, your holiday experience generally sounds like the one I chose to open this article, I assure you: you're not nearly as alone as you think:

"...In high school, I experienced my first "Split-Christmas." Anyone with divorced parents will know what that means: it's those multiple hours you have to spend "splitting" your holiday into two or more portions so that you see get to see everyone, and it's super stressful. You feel like you're always driving! One half of your time is spent at one parent's house, and the other half is spent at the other. It's exhausting. I just want to be "still" on Christmas, you know? ... The worst one though, is when you have to meet a new partner. That sucks. The last thing I want to deal with on Christmas is meeting a new girlfriend. It's like, dude, pick another day. I'm here to see my Dad, not have small talk with you." (Interview: Anonymous, November 27th, 2016).

...

"I have a very big family. I have seven siblings, two parents, two dogs, plus my sister's pregnant this year...I just feel like everyone should get a gift from me, so I can show my appreciation and I feel like I should spend the same amount on everyone. It's my way of giving back, because I feel like I'm never at home and I and a nice gift can make everyone happy ... [And] financially, I can never afford it." (Interview: L. F., November 27th, 2016).

...

"...I [also] wish that when we came together to see each other, we were happy to see each other...None of my family members are ever really happy to see anyone...none of us really get along." (Interview: Anonymous, November 27th, 2016).

...

"One Christmas my grandmother died, so on Christmas Eve, my parents had to fly home [outside of Alaska] to deal with that...it was just a really sad Christmas. Our parents weren't there, and every year afterward my mom has been super depressed on Christmas because of that experience—it's definitely not the best time of year for my mom." (Interview: L. F., November 27th, 2016).

...

Many of us have experienced a holiday or two like that. No matter what effort we put forth, and how hard we worked, nothing seemed to turn out the way we planned. We burned the food we spent hours cooking, or our moody children continually tested our patience. Perhaps we were forced to attend an uncomfortable worship service, or experienced a tragic family death—all of these can add a lot of stress that can lead us astray from the "magic" of the holidays. As you approach this holiday season, do you anticipate difficulties of various kinds? Will a family gathering be somewhat of a struggle, or will it be an exciting, heartwarming event?

Continued on page 13

— Hold these Tears —

A Review of Perseverance Theatre's *Hold These Truths*

BY DYLYN PETERSON

Staff Writer, UAS Whalesong

I was a bit daunted by the prospect of attending a one-man play about the Japanese internment camps, expecting something equal parts depressing and heavy-handed. My anxiety was not lessened when I entered the theater, the stage adorned only by a desk, a coat rack, a number of wooden boxes in various sizes, and a large backdrop which looked like sun-cracked earth, stretching on for miles. Oof. It was going to be a long night.

The play begins with a discussion of philosophy. It's written well enough, so I don't especially mind. It comes alive, though, when we dive into the childhood of the main character, Gordon Hirabayashi. He tells a really depressing story of meeting a dog on the road that had been run over by a car, and his attempts to help it before a white man with a shotgun yells racial slurs at him and proceeds to shoot the dog. Ouch.

It's around there where I noticed that Greg Watanabe is an incredible actor. He can switch characters instantaneously, with appropriate accents and body language. He manages to play a game of catch with himself. In the entire play, easily over two hours, he messed up his lines twice.

We follow Gordon's life through to his experiences in college. He has a vacation (I believe) in New York City, where we get our first taste of the incredible lighting in this production. After he returns, the attack on Pearl Harbor happens, as we learn from a few accounts, and have confirmed by a radio broadcast, which also works really well. Tensions run high, especially when a curfew is instituted exclusively on Japanese-Americans. One night, after an encounter with a roving band of racists, he decides to stay out and study in his university's library. This will come back to bite him later.

Then, the camps are instituted. Everyone of Japanese ancestry must sell off all but two suitcases' worth of their property, and report to the camps. Gordon decides that this is stupid, and thus refuses to go, against the protests of his family and friends. He ends up being arrested, and spends a night in a police station with a sheriff who really doesn't want to be responsible for the one guy in the United States who refused to report to the camps. He holds through, and ends up in jail for his trouble.

It's here where the lighting becomes impossible to ignore, as it turns the backdrop into the walls of Gordon's jail cell, the barbed wire of the internment camps, and later, a lonely road stretching forever into the distance. Whoever was in charge of the projector deserves several gallons of ice cream. A week. For the next ten years.

Gordon decides to fight it out in court. He is not able to pay bail and leave his cell during his trial,

which is pretty ridiculous, when you get down to business. He ends up being one of three people who refuse to report to the internment camps, and they take it all the way to the Supreme Court, who, of course, unanimously agree that the camps are completely fine according to the constitution. Jeez. He ends up being charged with refusing to enter the camps and also for skipping out on the curfew.

He ends up requesting more prison time than he is sentenced to in order to make it into a work camp and spend his sentence out in the sun, which is possibly the manliest thing anyone has ever done. The judge agrees to this, but the nearest work camp is in Arizona, and the court can't/won't pay for his travel fees. He tells them that he intends on taking a bus, but ends up hitchhiking all the way there from Washington instead, which might be the second manliest thing of all time. Upon arriving in Arizona, the

people working in the prison he's sentenced to can't find his paperwork, and tell him that he's a free man. Seeking not to have this come back and interrupt his life after America gets its act together, he tells them to look harder, and spends one last night of freedom in an (air-conditioned) movie theater. Which, c'mon, this guy must've had enough testosterone to bottle it up and sell it as a sports drink.

Long story short, forty years after losing his battle for freedom, the Supreme Court rules against the camps, again unanimously. Try not to cry too hard during that scene.

Hold These Truths was amazing. The performance was spectacular, the special effects were perfect, the set was as versatile as a Swiss Army Knife, and the script did its subject justice. Who would've thought a story about systemic oppression could've been so hilarious? I never thought I'd give this score to anything, but I give Hold These Truths seven tears covertly wiped onto the sleeve of a jacket out of seven.

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Incoming Alaska Legislative — Leaders Focus on Fiscal Plan —

BY KASEY CHEN

Staff Writer, UAS Whalesong

After the formation of a new bipartisan majority caucus in Alaska's House of Representatives, Rep. Bryce Edgmon of Dillingham was tapped to take the place of Republican Mike Chenault as Speaker of the House. Chenault has held the position since 2009, working with a republican led majority caucus. Democrats will take the places of Benjamin Nageak of Barrow and Bob Herron of Bethel, leaving three republicans and two independents left on the new Majority caucus, which consists of 22 members.

According to Edgmon, Alaska's fiscal crisis will serve as a focus point for the caucus, and that the members of the new House Majority will work to address the fiscal crisis with the legislative agenda.

Rep. Edgmon is a graduate of the University of Alaska, receiving a degree in Business Administration from Anchorage. The same program was recently suspended at University of Alaska Fairbanks in an effort to meet the reduced budget. He is an Alaska native, and the first speaker of the Alaska House to come from native heritage. His experience in the UA system and position as one of the many rural lawmakers in key roles this session set up an expectation for his stance that he may not fulfill. Previously rural lawmakers have sought to either maintain or increase government services, but Edgmon is looking to create a more balanced plan.

Republican Rep. Paul Seaton, the recently appointed co-chair of the house finance committee, agrees with Edgmon on the need for the creation of a sustainable fiscal strategy. Seaton believes that the diversification of revenue be key in combatting the deficit. The new plan will rely on a broad-based tax that Seaton hopes will affect Alaskans less harshly than a Permanent Fund Dividend (PFD) reduction.

Republican Pete Kelly is the incoming President of Senate. The Republican-led majority is similar to the make-up of last session. Kelly is on board with the goal of closing the budget gap, but is cautious about implementing a tax. He worries that if the deficit is filled with taxes then the government will grow, resulting in another deficit. While Edgmon and Kelly

have differing ideas on how to handle the budget, there is no ill will between the two. Their relationship, and the liaison between the House and Senate, will be significant in the ultimate decision on handling the deficit, since conflict between the two chambers has previously resulted in inaction. Last year, the senate declined to consider a broad based tax, and instead advanced a bill to draw from Permanent Fund earnings that was ultimately shot down by the House.

Gov. Bill Walker will release his new budget proposal in mid-December. His veto of the planned \$666 million Permanent Fund Dividend received criticism from many members of the House and the Senate, including Sen. Bill Wielechowski who took Walker to court in an attempt to reverse the veto. The judge ultimately decided to uphold Walker's decision to cut the fund, a choice he made in an attempt to preserve future dividends as well as to try and lessen the state's deficit. Walker said he was forced to make the cuts since the Legislature failed to create a sustainable fiscal plan. Speaker Chenault was not in favor of the Governor's decision saying, "I'm disappointed that the Governor ignored the public and the Legislature and continued with his veto of the dividend amount. Fiscal times are tough and I understand that, but Alaskans spoke and said this isn't how we should fix the deficit. I imagine the Governor will reintroduce similar legislation during the 30th Legislature and we'll have another discussion then. Until then, I remain disappointed that Alaskans are bearing the brunt of this cut."

Rep. Edgmon's reaction to the veto was not as negative as Chenault's. In his newsletter, Edgmon took the veto as reinforcement for the need to create a strong fiscal plan that includes a restructuring of the permanent fund to pay for essential state services and PFDs as well as a possible state income tax and legislation aimed at reform of the tax credit program for oil and gas. Edgmon also emphasized a need for cooperation between the House and Senate as well as with Gov. Walker's administration.

The Symposium Continued: Articles Inspired by the UAS Power and Privilege Symposium — Decolonizing the Curriculum —

BY Dr. ROBIN WALZ

*Professor of History, Chair of Social Sciences
For the UAS Whalesong*

Who speaks? Who's heard? And how many voices are heard? In my work as a teaching professor, these are the questions I continually ask myself when making decisions about decolonizing the curriculum in my history courses. For me, it's a work in progress – for nearly twenty years now at UAS, with another dozen years of teaching history at the secondary level and as a university instructor before that. How to decolonize my history courses? I don't have authoritative answers, but I do have a few principles to follow.

1. De-Center the West – Europe & North America – from its privileged place in historical narratives. I received my Ph.D. as a cultural and intellectual historian of early and modern Europe. But as an area specialization, Europe has no more inherent significance than being a historian of East, Southeast, or South Asia, Sub-Saharan Africa, Latin America, or a scholar of Ethnic Studies or Indigenous Peoples. When I arrived at UAS in 1997, Western Civilization was the General Education survey course, which I changed to World History and have taught ever since. I especially enjoy teaching the first semester on the premodern world, in which Greece and Rome do not even appear until the 6th or 7th week of the semester. And when they do show up, they are part of the Mediterranean world that includes Anatolia, the Near East, and North Africa, not Europe. We read sources beyond the "Classics of Western Civilization" – the Popol Vuh of the Maya, the Ramayana epic of India, or the Judge Dee mystery novels from Imperial China set during the Tang Dynasty. Buddhism becomes the world's first universal religion – more influential outside its region of origin than within it – and Islam the first world religion of empire. India and China emerge as the world's most enduring civilizations, continuous from antiquity to today. Europe only makes a brief appearance at the very end of the semester. Yet the patterns of living and belief systems of medieval Christians are

keyed very differently from the "values of the West" in contemporary times. Remove Europe from the center of the story, and the world's history begins to look different.

2. Develop critical perspectives on the largely unexamined importance of the West in the history of the world. Without doubt, Western ideas and values have spread around the globe. There is a very specific history to this that accounts for how, from around the 16th century to the mid-20th, the entire world briefly came to be dominated by the West – through the development of capitalism, the Atlantic slave trade, the scientific and industrial revolutions, political nationalism, European colonialism and imperialism. Yet in the early 21st century, Europe and America no longer dominate the world's affairs, but are in crisis – politically, economically, ideologically. A critical examination of the "Rise of the West" in world history includes not only its accomplishments, but also its atrocities and discontents – slavery and wage labor as a capitalist market activities that destroy human values, the social and political hierarchy of racism that places assumes the superiority and "naturalness" of European politics and culture, the genocide of indigenous and marginalized populations, the use of biology and the social science to articulate, classify, and institutionalize sex-based differences and gendered identities. Historically, progress advanced by the West in the modern era is truly a devil's bargain.

Following these principles, and beyond World History, I offer upper-division courses that critique and offer alternative historical narratives to the "Triumph of the West" – the Holocaust, the History of Gender and Sexuality, last year a history seminar the History of Pacific Peoples and next year one on Colonial and Postcolonial Novels. Decolonization is not a thing, it's a process. I'm still working on it. Who speaks? Who's heard? And how many voices are heard?

— UAS in Brief —

TED STEVENS FOUNDATION DONATES \$10,000 TO UA LEGISLATIVE INTERNSHIP PROGRAM WITH ADDITIONAL \$10,000 MATCHING GIFT CHALLENGE

JUNEAU – The Ted Stevens Foundation has donated \$10,000 in support of the University of Alaska State Legislative Internship Program, managed by the University of Alaska Southeast (UAS). The Foundation, which was created in 2001 to recognize and honor the legacy of Senator Ted Stevens, is also offering an additional dollar-for-dollar “challenge” grant of up to \$10,000 to encourage other donations that the University is hopeful will fill a gap left after the program suffered a \$57,000 budget cut.

The UA Legislative Internship Program is gearing up for its 30th year of placing talented Alaskan students from UAA, UAF and UAS in legislative offices during session in Juneau. Students are awarded up to \$5,000 based on need and merit to help meet living expenses while working in the state capitol. They earn UAS academic credit as part of the program and participate in weekly leadership seminars.

“Sen. Ted Stevens was proud of the intern program he offered to young Alaskans throughout his 40 year career in the US Senate,” says Karina Waller, the Foundation’s executive director. “The legislative internship program that the University of Alaska Southeast has maintained over the years offers a similar experience with the Alaska State Legislature.”

In the program’s 30 year history more than 300 students have worked for legislators drafting legislation, testifying in committees, helping pass bills through the legislature and working with constituents. The program has served an economically and ethnically diverse student body including Tsimshian, Tlingit, Yupik, Inuit, African American, and Latino students, as well as students from low-income, middle class and upper class backgrounds.

For David Russell Jensen, 21, who is of Tsimshian and Inupiaq heritage, stipends promote equal opportunities for first-generation students as well as low income students who might not otherwise afford such an opportunity.

“In Juneau we have intimate access to a small legislature. It’s really informative experience for a student,” says Jensen, who received a stipend as an intern for Rep. Jonathan Kreiss-Tompkins (D-Sitka) last year. Citing the high cost of living, Jensen worries that students who don’t have a lot of money wouldn’t have that same opportunity without a stipend. Jensen is graduating from UAS in May with a Bachelors of Arts in Alaska Native Studies and a minor in Anthropology.

The UAS Legislative Intern Program launched a career for Ketchikan graduate student Elizabeth Bolling, 24, when she began working as a student intern for House Minority Leader Beth Kerttula



Program participants Jensen and Bolling.
Photo by Seanna O’Sullivan

in 2013. She serves as Chief of Staff to Rep. Dan Ortiz (I-Ketchikan.) Bolling earned a B.A. in Political Science and Government in 2015 and is currently pursuing a Masters of Public Administration at UAS.

“Because I had this opportunity to prove myself in the workplace, other people recognized my ability. It’s empowering. The internship was a jumpstart for my professional career,” says Bolling. “The Legislative Intern Program is one of the strongest educational and professional programs that the University can provide and it’s urgent that it receives funding.”

Juneau based UAS Political Science professor Glenn Wright, who manages the internship program, encourages the public to learn more about it at www.uas.alaska.edu/internprogram/

For those who want to join the Ted Stevens Foundation in supporting the internship program or want more information contact the UAS Development Office at (907) 796-6320 or go to www.uas.alaska.edu/development.

KAKE OYSTER FARMER DONATION CREATES \$375,000 SCHOLARSHIP ENDOWMENT FOR SOUTHEAST ALASKAN STUDENTS

JUNEAU, SITKA, KETCHIKAN – The family of Robert E Henderson has donated \$220,000 and just over 30,500 shares of stock from his estate to create the UAS Robert Henderson Memorial Award for Mariculture & Fisheries. The endowment will provide scholarships and research experiences for UAS students studying in the fields of mariculture and/or fisheries.

Recipients must be enrolled full-time in either a 2-year AAS or 4-year baccalaureate degree. Current qualifying degree programs would include fisheries technology, biology, marine biology or fisheries with an interest in mariculture/aquaculture.

Oyster Farmer Tom Henderson, Barbara Cave, Kathy Crenshaw, and Anne Swenson established the scholarship fund in memory of their late father Robert E Henderson of Haines.

Robert “Bob” Henderson of Haines was a beloved high school science teacher, farmer and former mayor of the Haines Borough. He was also known as the father of the town’s \$8.7 million permanent fund and continued to help manage it long after his retirement. He was a tireless volunteer throughout the community and left his 14 acre homestead to the American Bald Eagle Foundation under the condition that it be used for agriculture.

His son Tom Henderson, who owns and operates Pearl of Alaska oyster farm in Kake, wanted the fund to support farming of a different sort. Much like his father, he shares his passion through teaching and hopes the gift will encourage Alaskan students from rural communities to pursue a career in mariculture and promote shellfish farming as a strong industry in Southeast Alaska. Mr. Henderson presented at UAS Juneau’s Evening at Egan lecture series in October, “Aquaculture in Alaska – the opportunity of the century”.

Dr. Mike Stekoll, UAS Professor of Chemistry and Biochemistry, says not only will the Henderson fund give students some hands-on experience but will allow them to assist with faculty research and help prepare them for a future in marine fisheries.

UAS GRACE SCHAIBLE ENDOWMENT ENRICHES STUDENT LEARNING AND ACADEMIC SUCCESS

JUNEAU, SITKA, KETCHIKAN – Former Alaska Attorney General Grace Schaible’s gift to the University of Alaska Southeast (UAS) from 25 years ago just keeps on giving. In 1989, Ms. Schaible donated her Juneau home -- located along the Mendenhall River -- to the university. For years it has provided housing for visiting scholars and researchers.



Schaible, Photo by Todd Paris.

Following consultation with Ms. Schaible, UAS recently sold the property and created a new endowment in her name. The Grace Schaible Endowment, with a fund balance of just over \$437,000, will support of visiting faculty, scholars, researchers, artists, and Native elders who enrich UAS student learning and academic success. The original fund agreement included a clause regarding sale of the house, which specified that the proceeds be placed into an endowed fund -- its earnings to be used in support of UAS.

Grace Schaible, who today lives in Fairbanks, has led a rich Alaskan life as an attorney, as Alaska’s Attorney General, as a UA regent, and as a trustee of the Alaska Permanent fund. Her parents, immigrants from Scandinavia, were married in Juneau in 1915, where Ms. Schaible spent her childhood. Graduating from high school in 1943, she stayed in Juneau through World War II, working for future territorial governor Frank Heintzleman. She also worked for the Bureau of Indian Affairs, where she met the first president of the University of Alaska, Charles Bunnell. He encouraged her to move to Fairbanks, but she has maintained strong ties to Southeast Alaska. A fascinating biography on the eclectic life of “Amazing Grace” can be found online at www.news.uaf.edu/amazing-grace, written by Sam Bishop.

UAS Chancellor Rick Caulfield states “we’re excited to honor Grace Schaible’s generosity and her vision of university scholarship here in Southeast Alaska. The new Grace Schaible Endowment will support visiting scholars like Dr. Theresa Arevgaq John, an expert in indigenous ways of knowing, and Dr. Frank Soos, Alaska’s Writer Laureate, both of whom presented at the Juneau campus in October 2016. Grace Schaible is a true Alaskan whose generosity and whose legacy will not be forgotten.”

Chancellor Caulfield notes that Dr. John lived on the UAS campus for a week this fall, interacting with students in classes and special events, and engaging with the broader Juneau community. Her visit culminated with a well-received public presentation at UAS’ Evening at Egan. Caulfield looks forward to using endowment earnings to support future visits by scholars, Native elders, and artists, including those who will enhance the expanding Northwest Coast Arts program at UAS.

For more about giving in support of University of Alaska Southeast students, visit <http://www.uas.alaska.edu/development>.



Clockwise from top: Guests at the Annual Community Thanksgiving huddle around the final lantern at the sky lantern lighting - a symbol of thanksgiving for this year and hope for the next; Vice Chancellor of Enrollment Management & Student Affairs Joe Nelson enjoys dinner with his son; UAS students Mattias Stevens, Axel Gillam, Kaitlin Southard, Thor Bakken, Michael White, and Holly Kelchner let a lantern fly; student volunteers Daniel Moore, Lyndi Hall, Mason Shearer, Jean Bennet, Cayla Rogers, and Laib Allensworth serve at the hotline; The Maurant Cafeteria was well-packed for the Community Thanksgiving. Photos by Whalesong Editor Daniel Piscoya.



BY KASEY CHEN

Staff Writer, UAS Whalesong

As November wrapped up at UAS, the campus joined together once again for the annual Community Thanksgiving event held in the Lakeside Grill. Tables adorned with autumn colors and leafy centerpieces were crowded with students, staff, and community members ready to join in the feast. Entry required guests to bring one canned food item for

donation.

The menu featured a classic spread, including most Thanksgiving favorites such as cranberry sauce, mashed potatoes, and of course, turkey. However, a few menu items were a new addition to the list this year. A full meal of Vegan options was offered for the first time in the event's history. As promised in the event announcement, a Seitan roast with walnuts, dried cranberries,

and mushrooms was dished up alongside vegan gravy and stuffing. As soon as the end of dinner neared, pie was available for dessert. Behind the food counter, student and faculty volunteers served the plates, and washed dishes. Members from many different UAS organizations chipped in their time and effort to make the event possible. As always, the dinner served as a gathering place for students to

celebrate the holiday with friends, an especially important opportunity for those who were away from home. The evening concluded with a lantern lighting ceremony, as it has in previous years. Those attending were invited to group up and grab a paper lantern. One member of the group held the top of the lantern up while propane-torch wielding volunteers lit them up. As the lanterns filled with hot air, awaiting

their ascent, students were urged to think about their hopes for the coming year. Everyone huddled around to set off one final lantern at the end of the ceremony. Each member of the circle touched the lantern; even if barely with one finger. The group let go in unison allowing the lantern to join the rest of the lights in the sky before saying their goodbyes, marking the end of the night.

A Time to Remember: — The Christmas Truces —



The Christmas Truce on the Western Front: British and German troops meeting in no-man's land during the unofficial truce (British troops from the Northumberland Hussars, 7th Division, Bridoux-Rouge Banc Sector), burying those killed in the attack of Dec. 18. Image created and released by the Imperial War Museum. Public Domain. Cropped. Retrieved from the Wikimedia Commons.

BY HOLLY FISHER

Staff Writer, UAS Whalesong

Few events of World War I are so iconic as the Christmas Truce of 1914. Countless books and articles detail it, songs were written to commemorate the events, and advertisement campaigns bring viewers to happy tears with its retelling. It is remembered as a symbol of mankind's innate goodness and love for his fellow human, and is held up as a heartwarming moment of beauty amidst so much carnage and death. So many people know this legendary Christmas, but what happened afterwards? What did the brass think of this unprecedented event, and did it ever reoccur? The answers to those questions are sadly less heartening, even if they are marked with some rays of light.

The unexpected Truce of 1914 took place Christmas Eve on the Western Front between British, French, and German troops seeking holiday solace from the brutal war. What looked to be another ordinary night in the trenches changed

when the German soldiers began to sing carols and put small candle-lit trees up along their trenches. British and French troops responded in many areas, and communication started on both sides between those who spoke the same languages. On Christmas Day both Allied and Central soldiers climb out of their trenches and met in no mans land to exchange greetings and gifts. Cigars, cigarettes, and candy were given back and forth, and carols were sung mainly in German and English. Some men exchanged collectables like buttons and hats, while a few others got haircuts from barber-trained soldiers somewhere in the mix. Football (American soccer) games were reported to have happened in one or more places, which equally involved men from both sides. Despite the general merriment, fighting continued in some areas, while other segments only agreed on a brief period of non-aggression so they could bury their dead. Even with the continued hostilities in these spots, about 100,000 troops were reported to have participated up and down

the Western Front. Though some exchanges lasted only a few hours, reportedly certain areas kept up some semblance of truce until as late as New Years, firing upwards rather than across, and avoiding artillery attacks. There was even a little-known truce between Russian and Austro-Hungarian troops on the Eastern Front, one that was more positively welcomed by the officers and did not cause as much strife later on. While the public received the news of the Christmas incident as a good thing, it would cause far more trouble than expected.

The higher-ups, particularly those in the British armed forces, were not pleased with the truce. On both sides officers were reprimanded for allowing the "lamentable fraternization" with enemy troops to occur. Threats of court-martials were handed out to those who had been in charge, and to any men who were reluctant to return to fighting afterwards. The general staffs were concerned that the camaraderie would damage the men's fighting spirit, and make them unwilling to fire on those in the opposite

trench. If such an attitude were to surface, it would greatly damage moral when the soldiers were forced back into fighting as the holiday season waned. Military commanders considered it a break down in military protocol that was dangerously likely to produce sympathy for the enemy, a concern that was added to by growing resentment as the war stretched into its second year.

During the Christmas seasons of 1915 and 1916 some sporadic attempts were made at another holiday truce, but they never reached the same levels as the first year. Specific orders had been issued forbidding any kind of friendly interaction between troops. The British commanders were especially dead set against a repeat incident.

In December 1915, Iain Colquhoun and Miles Barne of the Scots Guard was arrested and put on trial for allowing a brief interaction with enemy troops. They agreed to less than an hour for each side to collect their dead, and while up in no mans land soldiers exchanged friendly greetings before returning to their

trenches. This, combined with no firing for the rest of the night, almost got them both court-marshaled. Thankfully, Barne was acquitted, and Colquhoun was sentenced to an official reprimand (which he did not actually receive due to his excellent record on the battle field, and close relation to the Prime Minister), but the incident served to deter reporting any future events.

Letters home from British, Canadian, German, and Italian soldiers told of small events with friendly encounters and gift-exchanges. Again, there was carol singing and solemn burying of the dead as small groups of men set aside their leader's orders. These incidents were downplayed in records, or simply went unreported by the officers, leading to the general idea that truces no longer occurred at all after 1915.

However, many officers had no need to hide such events from their superiors. The occurrence truces slowly diminished as each subsequent year of the conflict dragged on. 1916 was particularly bleak with the massive battles of Verdun and the Somme creating greater feelings of animosity and mistrust. The level of friendliness from 1914 would not resurface again during the Great War.

Though the strains of war eventually wiped out the camaraderie and friendship seen between soldiers early on, the fact remains that the truces did happen. The blessed season brought the better nature out of many throughout the war, offering moments of solace and peace to the weary men trapped in the continual battles. Despite expectations that they should hate one another, most of the soldiers saw that the enemy was just another group of men stuck in the same unpleasant situation.

The Christmas Truce of 1914 exemplified the real strength of the season, and showed how people could truly live the values of peace and goodwill.

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— Future of UAS — School of Education Uncertain

BY HOLLY FISHER

Staff Writer, UAS Whalesong

Although the UAS School of Education has grown into an efficient, prolific, and diverse school, the Board of Regents may be putting its administration on the chopping block in 2017 and giving the reins to UAF.

The University of Alaska's Schools of Education are very prolific schools that see many undergraduates return to augment their degrees. There are multiple programs offered for student convenience, preparing them to enter the work force ready to take up teaching positions across the country. There are classes for undergraduates, an Initial Teaching Certificate for graduates, advanced programs moving into Masters degrees, and multiple other endorsements and certificates that can be earned. Through these diverse offerings, anyone wishing to become a teacher, but wanting to specialize rather than be a general education major, has many routes to achieving their goals. It is a popular post-grad choice for a good reason, and many students like staying at the school they have already been established at for four-plus years.

The University of Alaska Southeast (UAS) has an especially strong school, with many students choosing to remain for further education upon graduation. Multiple of my close friends from here at UAS have completed one or more degrees, and are now working everywhere from Northern Alaska to Indiana. The faculty and administrative staff here have long experience, and run a great school that benefits many Southeastern students.

Unfortunately, due to the on-going budget crisis and education cuts, UAS may be losing direct administration of this successful school. The proposition currently under discussion by the Board of Regents suggests moving the School of Education to be centrally based at the University of Alaska Fairbanks (UAF), with satellite faculty at the University of Alaska Anchorage (UAA) and UAS. Though this would not remove it from Southeast students, the those who have been so successful at running it here will no longer be in charge. Despite their years of experience, they will be relegated to support faculty and subject to the decisions made by a different campus.

In preparation for arguing before the Board of Regents against this move, UAS staff gathered

a large number of statistics about the Schools of Education on all three campuses. The resulting numbers are both clear and startling.

UAS is 2-3 times more efficient at producing School of Education graduates than either UAA or UAF, bringing more students per faculty member successfully through the courses each year. Over the last five years, UAS has produced five 5 times more Alaska Native graduates, with more of them going on to become full-time teachers than either of the other two Schools. Despite these impressive numbers, UAS costs less per student than UAF's program, while still producing fantastic results.

Consolidating the programs is a good plan, but with numbers like these it would make more sense to centralize the School of Education here at UAS. Clearly those in charge know what they are doing, and how to maximize the potential

of all of these programs. They have been running the school for years and have produced the hands-down best results of all of the campuses, saying a great deal about both their experience and skill. The fact that UAS is the best at not only attracting, but also keeping students in the program should speak for itself. Here they know how to usher students through from start to finish, helping them achieve their education goals, and providing

the most revenue and positive feedback for the UAS system.

Though well intentioned, it seems highly illogical to try to save funds by giving the School to the campus that costs the most per-student to run, while taking its administration away from the most effective campus. While it was brought up for discussion by the Board of Regents in mid-November, the proposition was tabled until their first meeting in 2017.

With the time remaining, I hope sufficient argument can be made against the move, and they can be convinced to either allow UAS to retain its individual School, or to make it the central campus. If you have opinions on this matter, I strongly encourage you to make them known. After the successful arguments against cutting the UAA and UAF sports teams, it is clear that the president and Board do listen to their students and staff.

Please take advantage of the opportunity to support UAS and the best interests of University of Alaska students.



**UNIVERSITY
of ALASKA
SOUTHEAST**

— The Holidays (Cont.) —

BY ADELLE LaBRECQUE

Staff Writer, UAS Whalesong

Continued from page 5

Inspired by these interviews, I have created a sort of template for you to use, if you'd like, to assist you in any possible holiday drama, and hopefully support you in any broken expectations you may experience. If you are reading the printed version of this article, I highly encourage you to (anonymously, or including your name if you wish), share your answers below so others can read your experiences—there is something to be said for an intimate anonymous conversation between strangers. If you run out of room, write on the sides of this page—write all over. Share as much as you wish. If you are using the Whalesong Facebook Page, or the direct website, feel free to share your experiences in the comments with us, and engage in a conversation that has the potential to bring us some laughter, perhaps a few tears, some food-for-thought, and—as I always aim to do—provide a bit of healing. Good luck, best wishes in your holiday season, and happy sharing!

1. Do you look forward to the holidays? Please feel free to explain why or why not.

2. What would your “ideal holiday experience” be like? Is there anything specific you wish you could do or accomplish? Would you prefer more or less time spent with family? Explain.

3. Would you say that you enjoy the time you spend with your family during the holidays? Why or why not?

4. Have you ever felt lonely during the holidays? If so, please feel free to share your experience.

5. Have you ever experienced a negative incident during the holidays that significantly altered your experience? (For example: arguments; stressful travel; poor communication and/or planning that resulted in disappointment; loneliness; missed flights; etc.).

6. Are there going to be any circumstances this year that may make this holiday season somewhat different, unusual, or perhaps even difficult? (For example: a recent divorce or separation; a new home and/or location; a new school; departed loved ones; etc.).

7. When being completely honest with yourself, would you say that you sometimes have unrealistic expectations for the holidays? If so, what aspects? (For example: gifts; food preparation; travel; gathering with family; overall holiday costs; etc.).

8. Does your personal holiday experience force you to engage in traditions and/or activities that you feel pressured or obligated to take part in? (For example: visiting a specific person; attending a worship service; excessive travel; etc.).

9. Would you say that, in an attempt to create the “ideal” holiday experience, you put an excessive amount of stress on yourself? Do you know someone who does this to themselves during the holidays? Explain.

10. Have you had a specific positive experience during the holidays that left you with a happy memory? If so, what was it? Why do you think that experience that was so powerful?

11. Is there a positive goal that you could set for yourself this holiday season in order to make it more enjoyable? How can you achieve this goal? (For example: “I’d like to place less stress on myself this year by allowing others to help me achieve my tasks, rather than attempting to do them all by myself.” or, “I will refrain from drinking alcohol at a family gathering this holiday season, because I know it may lead to arguments between myself and family members.” etc.).

12. What would be something you could do to remind yourself of those personal goals so that you can be successful?

BY DYLYN PETERSON

Staff Writer, UAS Whalesong

I was nervous about *Fantastic Beasts*, to be honest. The book doesn't strike me as particularly filmworthy. I didn't like the last three Harry Potter films (Half-Blood Prince in particular), and they brought back the same director, David Yates, responsible for those movies. J.K. Rowling is also here in her first screenwriting capacity, which was also concerning, but I doubted she could bring bad dialogue tags into a script, so I stayed hopeful.

This hope wasn't quite misplaced. The cast was perfect across the board, especially Eddie Redmayne as Newt Scamander and Ezra Miller as Credence Barebone. It was also amusing to see Ron Perlman as a goblin version of his character from *Pacific Rim*, but that's neither here nor there. The characters, though, were less impressive. Newt, for example, gets hardly any characterization or lines, leaving Redmayne to act mostly with his face. This is fine, although it is distracting how much he looks like a less attractive Will Elliott without

glasses. Even once we learn more about who Newt is and what he does, he never quite loses the flavor of "the Doctor in the Potterverse." Amusingly, they had considered Matt Smith, the Eleventh Doctor, for the part; I'd pay good money to travel to the alternate reality where that version exists.

As somebody currently playing a magic user in 1920s New York City in a Pathfinder campaign, I'm left unimpressed by the prospect after seeing *Fantastic Beasts*. New York is colorless and without character, and not used to any good effect. The only scene in a notable location happens in the Central Park Zoo, and even that is reduced down to one set without any interesting or "Central Park Zoo"-like features. There isn't much here to justify why the film's set in New York instead of, say, Detroit, or Washington, DC, or San Francisco. The movie does have one memorable location, the inside of Newt's briefcase, but by

its nature as a pocket dimension in a piece of luggage, it could literally be anywhere. This is a real shame, as Hogwarts in the previous films had a lot more personality, and much more going for it visually than the same-old grey streets, buildings, lampposts, people...

The plot of the film is also disappointing, because it has three, and only one of them really works. That one is the one we expected to see, Newt Scamander adventuring across New York City with a muggle buddy (wait, sorry, no-maj [and who in their right minds thought, "that's the American slang," when only a Brit could say "no-maj" with a straight face?]), capturing fantastic beasts and being generally charming. It works, really, really well. If I judged the movie on just that story, I'd probably give it six identical briefcases out of seven, but it's not alone. The second plot is less interesting, dealing with the magical

bureaucracy of the United States investigating a scary monster wreaking havoc across New York, while generally being mismanaged sticks-in-the-mud. The third focuses on the New Salem Philanthropic Society, effectively the anti-magic KKK, proselytizing in the streets, teaching incredibly graphic songs about killing witches to small children, and harassing the publishers of newspapers for no good reason. These plots connect, but only for brief moments until the beginning of the third act, which leaves the movie tonally confused, and the audience questioning the purpose of whole scenes.

This isn't helped in any way by the script, which is usually fine, but dips into stilted exposition way too often. Did I really need to know, for example, that Newt Scamander has a really cool brother? Did that line absolutely need to be the result of bad hearing in the middle of somebody's arrest?

There is also a character who seems to exist exclusively to give Newt's no-maj (ughh) buddy a love interest, and she really bugs me. All she does is give this guy the bedroom eyes, and bake pastries with magic. Not cool.

The movie is also beset by logical issues. Many of these are intense spoilers, and I will therefore leave them unsaid, but let it be known that I have myriad questions, and only a handful of disappointing answers.

None of these issues really sink the movie, though, and there is much fun to be had during it. Just don't expect another Prisoner of Azkaban. I'll probably end up seeing all four of the greenlit-before-the-premiere sequels, especially because of the awesome surprise villain from the end. I give the movie four-and-a-half unrealistically heavy silver egg shells out of seven.

...
At least it's better than *The Cursed Child*, amirite?

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OFF CAMPUS CALENDAR

WEDNESDAY, DEC. 7

Write For Your Life, 10 a.m., Mendenhall Valley Library. The "Write For Your Life" group meets every Wednesday to share journal entries, memoir, letters, or poetry. Contact Dixie at 907-789-2068.

Weekly Old Time Music Jam, 7 p.m., Alaskan Hotel Bar. Every Wednesday Old Time Music Jam. All abilities welcome. Fiddle, guitar, banjo, bass, mando, uke, harmonica, etc. Free. Event Contact: Tom Paul, 463-3214.

HOLIDAY Drive-In Theater, 7 p.m., Everyday until January 6, Juneau Urgent & Family Care. Tune in with your radio FM 97.9.

FRIDAY, DEC. 9

Theatre Organ Concerts, noon, State Office Building Atrium. Theatre Organ Concert on the Kimball Theatre Organ. J. Allan MacKinnon plays a variety of music.

2016 Naughty or Nice Party, 7:30 p.m., JACC. Carnival Games Prizes No-Host Bar Live Music. Featuring the 2nd Annual LumberJACC Beard & Moustache Contest. Tickets \$20 include 10 carnival & bar tickets. Tickets at the JACC, Hearthside Books & www.jahc.org.

This Wonderful Life, 7:30 p.m., Perseverance Theatre. Holiday everyman George Bailey comes to life onstage, played by Perseverance Theatre actor in residence James Sullivan. 7:30 p.m. on Fridays and Saturdays and 4 p.m. on Sundays until New Year's Eve.

SATURDAY, DEC. 10

ORCA Adaptive Ski/Snowboard Volunteer Training, 9 a.m., Saturday AND Sunday. Eaglecrest Ski Area. ORCA will be hosting a Volunteer Training for people interested in helping with the Adaptive Ski/Snowboard Program at Eaglecrest. Keep the winter blues away with getting outside, volunteering to

ski/snowboard with a person who experiences a disability and having some fun in the snow! Training will be from 9:00 a.m. until 3:00 p.m. at Eaglecrest, starting in the Board Room then will be on snow. Call 586-0104 to sign up today! No tickets required. For more information, visit www.sailinc.org or contact Megan Ahleman at 586-0104 or mableman@sailinc.org.

Sm'algayax Language Learners Group, noon, Edward K. Thomas Building. All who wish to speak Sm'algayax, the language of the Tsimshian people, are welcome.

MONDAY, DEC. 12

Locals' Night, 4:30 p.m., Hangar On The Wharf. \$3 Drafts and FREE Wings! Every week during Monday Night Football. Wings come out at kickoff (4:30pm) so don't be late! Self-serve, you pick the sauce. Free. For more information, e-mail info@hangaronthewharf.com

Tlingit Language Learner's Group, 6 p.m., Downtown Juneau Public Library. This group, run by Tlingit language learners, is free and open to the community, regardless of language experience. For more information, e-mail tingitlearners@gmail.com.

MakerSpace Open Shop, 6 p.m., 1759 Anka St. Mondays from 6-8 p.m. is MakerSpace OPEN SHOP. Come check it out and sign up to become a member. After a one-month trial period, you can gain full 24hr access.

TUESDAY, DEC. 13

Haida Language Tuesdays, 5:30 p.m., Edward K. Thomas Building. Open to all interested in learning Haida.

TMHS Orchestra & Choir Concert, 6 p.m., Thunder Mountain High School. The TMHS Orchestra & Choir will be performing their second concert of the year. Come support

our young musicians. Pay as you can admission. Proceeds support our Juneau High School Music programs. For more information, visit <http://tmhs.juneauschools.org> or contact Rhonda Jenkins-Gardinier at rhondulei@gmail.com

Mudrooms, 7 p.m., Northern Light United Church. Theme: What's Cooking? Stories from in the kitchen. Music: open. Want to share a story at Mudrooms? Want to play music at one of our events? Send us an email at: mudrooms.juneau@gmail.com with a brief description of the story you're interested in sharing and your phone number. Already spoke at Mudrooms? Join us again! Two veteran speakers per event; priority to newcomers until the 2 week mark. Alternates are always needed.

JDHS Choir & Orchestra

Concert, 7 p.m., Juneau-Douglas High School. The JDHS Orchestra & Choir ensembles will be performing their second concert of the year. Come support our young musicians. Pay as you can admission and bake sale items available by donation. Proceeds support our Juneau High School Music programs. For more information, visit <http://jdhs.juneauschools.org> or contact Rhonda Jenkins-Gardinier at rhondulei@gmail.com

THURSDAY, DEC. 15

Alaska Positive Lecture Series, 5:30 p.m., Alaska State Museum. The Friends of the Alaska State Library, Archives, & Museum present Alaska Positive Lecture Series In conjunction with the Alaska Positive exhibit at the Alaska State Museum November

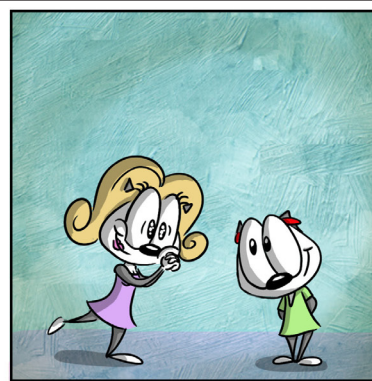
4 – January 21. Lecture with Chris Miller. A freelance photographer based in Juneau, Chris focuses primarily on commercial fishing. Free event. For more information, contact Jackie Manning, Curator of Exhibits, at (907) 465-4819.

SATURDAY, DEC. 17

Christmas Tree Party, 6 p.m., Louise Miller Fine Art Studio. Enjoy a fun evening with some of your favorite friends, or come meet some new ones as we paint this tree reminding us of why we celebrate Christmas. Paint this for yourself or give as a gift. All painting supplies, brushes, paints and a canvas will be provided. Adult classes are BYOB. ADULTS only. For more information, visit LouiseMillerFineArt.com



By: L. A. Bonté



For more comics visit FilbertCartoons.com

Alaska Robotics

When I'm standing on a plank hurtling through the sky,
I like to pretend I'm standing on a plank hurtling through the sky.



Sky Surfing

For more comics, visit www.alaskarobotics.com

ON CAMPUS CALENDAR

WEDNESDAY, DEC. 7

De-Stress Fest: Puppies! 10 a.m., Student Government Office. De-Stress Fest is a week of solo and social events to help you relax and take a break from preparing for finals! Join us for any (or all) of the De-Stress Fest events, and stop by the office all week for free coffee or tea and coloring pages! For more information, call 796-6313 or e-mail jypres@uas.alaska.edu.

Noontime Cardio, noon, Recreation Center. Total body workouts that fit into your noon lunch hour. Intervals, various forms of aerobic training, core elements and flexibility each class. Cost: Members \$5, Affiliates \$10, Punch Passes Available. For more information, call 796-6544 or e-mail: rec_center@uas.alaska.edu

Whale Wednesday Bonfire, 6:30 p.m., Noyes Pavilion. Show your school spirit in your UAS best! There will be free food, drinks, and prizes! For more information, call 796-6306 or e-mail sab@uas.alaska.edu.

Climbing Cert Night, 7 p.m., Recreation Center. Free climb (boulder) or on belay. All climbing equipment is available for use. If you need to be certified this would be the night. Every Monday and Wednesday. Once certified you're good to climb when the REC is open! Call 796-6544 or e-mail rec_center@uas.alaska.edu for scheduling information.

Open Gym: Volleyball, 7 p.m., Recreation Center. Join your friends or make friends playing volleyball at the REC. All skill levels welcome! Monday (8:30 p.m.-9:45 p.m.) and Wednesday (7:00 p.m.-8:15 p.m.) evenings at the REC.

Open Gym: Dodgeball, 8:30 p.m., Recreation Center. This isn't your grade school game of dodgeball! It's fast, it's fun, and it's at the REC. Monday (7 p.m.-8:15 p.m.) and Wednesday (8:30 p.m.-9:45 p.m.) evenings at the REC this fall.

THURSDAY, DEC. 8

De-Stress Fest: Puppies! 10 a.m. and 2 p.m., Student Government Office. De-Stress Fest is a week of solo and social events to help you relax and take a break from preparing for finals! Join us for any (or all) of the De-Stress Fest events, and stop by the office all week for free coffee or tea and coloring pages! For more information, call 796-6313 or e-mail jypres@uas.alaska.edu.

Improving Collaboration and Communication, 10 a.m., Novatney 102. Open to all who want to improve the UAS Juneau campus student's experience. Topics include (but are not limited to) the following: What should we all know about spring 2017 registration, Centralized advising, and Medical withdrawals. E-mail bahegel@alaska.edu for more information.

REC Closed-Thanksgiving, all day, Recreation Center. The REC Center will be closed due to Thanksgiving Holiday. For more information, call 796-6544 or e-mail rec_center@uas.alaska.edu.

Open Gym: Soccer, 7 p.m., Recreation Center. Join your friends or make friends playing soccer at the REC. All skill levels welcome! Tuesday (8:30 p.m.-9:45 p.m.) and Thursday (7:00 p.m.-8:15 p.m.) evenings at the REC.

Open Gym: Basketball, 8:30 p.m., Recreation Center. Join your friends or make friends playing basketball at the REC. All skill levels welcome! Tuesday (7 p.m.-8:15 p.m.) and Thursday (8:30 p.m.-9:45 p.m.) evenings at the REC.

FRIDAY, DEC. 9

SAB Meeting, 3:15 p.m., Egan 224. Student Activities Board is all about bringing the awesome events to our Juneau Campus! If you want to get a new event up and running or just have an event idea, drop by our

weekly meetings! If you want to join Student Activities Board here is the first step! Can't wait to see you there! Meetings are every Friday! If you have any questions, feel free to drop by the Student Activities office in lower Mourtant! For more information, call 796-6306 or e-mail sab@uas.alaska.edu.

Movie Night: Elf, 6:30 p.m., Recreation Center. Join us for a showing of the movie Elf! There will be pizza, popcorn, and an ice cream bar! Free. For more information, call 796-6313 or e-mail jypres@uas.alaska.edu.

MONDAY, DEC. 12

Final Exam Week (Dec. 12-17) all week, campus-wide. See left for finals schedules. For more information, call 907-796-6486 or e-mail provost@uas.alaska.edu.

THURSDAY, DEC. 15

Improving Collaboration and Communication, 10 a.m., Novatney 102. Open to all who want to improve the UAS Juneau campus student's experience. Topics include (but are not limited to) the following: What should we all know about spring 2017 registration, Centralized advising, and Medical withdrawals. E-mail bahegel@alaska.edu for more information.

SATURDAY, DEC. 17

Holiday Pops, 7 p.m., Egan Library. A seasonal favorite, the 9th annual gift of Holiday music is fun for the whole family! Directed by Sally Smith. Tickets available at the JACC, Hearthside Books or online at www.jabc.org. \$10 General, \$8 Seniors & JSD students, \$5 UAS Students, \$5 children.

FRIDAY, DEC. 23

Winter Break (Dec 24-Jan. 3), 5 p.m., Juneau Campus. Main campus closes. Some services may have reduced hours to include student housing/lodge services and REC Center on the Juneau campus. Please check departmental websites for holiday hours.

FALL 2016 FINAL EXAM SCHEDULE					
Monday Classes (M)			Weekend Classes (S,SU)		
Starting between:	Exam Date	Exam Time	Starting between:	Exam Date	Exam Time
8-9:45am	M, December 12	10:15am-12:15pm	8-8:45am	S, December 17	8-10am
11:30am-12:45pm	M, December 12	12:30-2:30pm	9-9:45am	S, December 17	9-11am
1-1:30pm	M, December 12	1:30-3:30pm	11-11:45am	S, December 17	11-1pm
2-3:30pm	M, December 12	2:45-4:45pm	12-2:45pm	S, December 17	12:30-2:30pm
4-4:45pm	M, December 12	4-6pm	3-4:45pm	S, December 17	3-5pm
5-5:45pm	M, December 12	5:30-7:30pm	5-7:45pm	S, December 17	6:15-8:15pm
6-6:45pm	M, December 12	6:15-8:15pm			
7-7:45pm	M, December 12	7:45-9:45pm			
Tuesday Classes/TF (T)			Monday Wednesday Friday Classes (M,W,F)		
Starting between:	Exam Date	Exam Time	Starting between:	Exam Date	Exam Time
8-8:45am	T, December 13	8-10am	8-8:45am	W, December 14	8-10am
9-10:45am	T, December 13	10:15am-12:15pm	9-9:45am	W, December 14	10:15am-12:15pm
11-12:45pm	T, December 13	12:30-2:30pm	10-10:45am	M, December 12	10:15am-12:15pm
1-1:45pm	T, December 13	12:30-2:30pm	12-12:45pm	M, December 12	12:30-2:30pm
2-3:45pm	T, December 13	3:45-5:45pm	1-1:45pm	W, December 14	1:00-3:00pm
4-4:45pm	T, December 13	4-6pm	2-2:45pm	M, December 12	2:45-4:45pm
5-5:45pm	T, December 13	5:30-7:30pm	3-3:45pm	W, December 14	3:30-5:30 pm
6-6:45pm	T, December 13	6:15-8:15pm	5-7pm	M, December 12	5:30-7:30pm
7-7:45pm	T, December 13	7:45-9:45pm			
Wednesday Classes (W)			Monday Wednesday Classes (M,W)		
Starting between:	Exam Date	Exam Time	Starting between:	Exam Date	Exam Time
7-8:50am	W, December 14	8-10am	8-8:45am	W, December 14	8-10am
9-10:45am	W, December 14	10:15am-12:15pm	9-10:45am	M, December 12	10:15am-12:15pm
11-12:45pm	W, December 14	12:30-2:30pm	11-11:45pm	M, December 12	12:30-2:30pm
1-1:45pm	W, December 14	2:45-4:45pm	1-1:45pm	W, December 14	1:00-3:00pm
2-3:45pm	W, December 14	3:45-5:45pm	2-2:45pm	M, December 12	2:45-4:45pm
4-4:45pm	W, December 14	4-6pm	3-3:45pm	W, December 14	3:15-5:15pm
5-5:45pm	W, December 14	5:30-7:30pm	4-5:45pm	M, December 12	5:30-7:30pm
6-6:30pm	W, December 14	6:15-8:15pm	6-6:45pm	W, December 14	6:15-8:15pm
7-7:45pm	W, December 14	7:45-9:45pm	7-7:45pm	M, December 12	7:15-9:15pm
Thursday Classes/MR/RF (R)			Tuesday Thursday Classes (T,R)		
Starting between:	Exam Date	Exam Time	Starting between:	Exam Date	Exam Time
7-9:45am	R, December 15	8-10am	8-8:45am	R, December 15	8-10am
10-11:45am	R, December 15	10:15am-12:15pm	9-10:45am	T, December 13	10:15am-12:15pm
12-1:45pm	R, December 15	1:15-3:15pm	11-11:45am	R, December 15	11-1pm
2-3:45pm	R, December 15	3:45-5:45pm	12-12:45pm	T, December 13	12:30-2:30pm
4-4:45pm	R, December 15	4-6pm	1-1:45pm	R, December 15	1:15-3:15pm
5-5:45pm	R, December 15	5:30-7:30pm	2-3:45pm	T, December 13	2:45-4:45pm
6-6:45pm	R, December 15	6:15-8:15pm	4-5:45pm	T, December 13	5:30-7:30pm
7-7:45pm	R, December 15	7:45-9:45pm	6-6:45pm	R, December 15	5:45-7:45pm
			7-7:45pm	T, December 13	7:45-9:45pm
Friday Classes (F)			MTWRF/MTWRF/MTWRF/MTRF/MTR/MT (T,R)		
Starting between:	Exam Date	Exam Time	Starting between:	Exam Date	Exam Time
8-9:45am	F, December 16	8-10am	8-8:45am	T, December 13	8-10am
10-11:45am	F, December 16	10:15am-12:15pm	9-9:45am	R, December 15	9-11am
12-12:45pm	F, December 16	12:30-2:30pm	10-10:45am	T, December 13	10:15am-12:15pm
1-1:45pm	F, December 16	1:30-3:30pm	11-12:45pm	T, December 13	12:30-2:30pm
2-3:45pm	F, December 16	3:45-5:45pm	1-1:45pm	R, December 15	1:15-3:15pm
4-4:45pm	F, December 16	4-6pm	2-2:45pm	T, December 13	2-4pm
5-5:45pm	F, December 16	5:30-7:30pm	3-3:45pm	R, December 15	3:30-5:30pm
6-7:45pm	F, December 16	6:15-8:15pm			
All Math S055, S105 and S151 Classes			Make sure to confirm exam times with your course syllabus and professor.		
Monday, December 12th, 8- 10 am			Document courtesy of the Registrar's Office.		

To submit a calendar event or club, send the event/club name, meeting time, date, location, and contact information to whalesong@uas.alaska.edu.

Within your reach.



Schedule available online at
uas.alaska.edu/schedule




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Are you signed up for spring semester?

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